

## DARLINGTON JUNIOR HIGH

100 Magnolia Street  
Darlington, SC 29532

**GRADES** 7-8 Middle School

**ENROLLMENT** 888 Students

**PRINCIPAL** Pearl Jeffords 843-398-2600

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma Dawson 843-398-5200

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	14	21	1

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	No

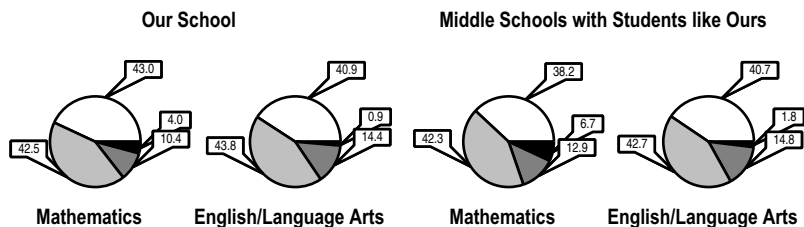
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	839	99.2	40.3	44.0	14.7	1.0	21.6	Yes	Yes
Gender									
Male	421	98.8	44.6	43.9	11.0	0.5	16.0		
Female	418	99.5	36.0	44.2	18.4	1.5	27.0		
Racial/Ethnic Group									
White	294	98.6	24.0	52.0	22.2	1.8	33.8	Yes	Yes
African-American	537	99.4	48.9	39.5	10.9	0.6	15.2	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	676	99.3	34.6	48.2	16.1	1.1	24.4		
Disabled	163	98.8	64.9	25.8	8.6	0.7	9.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	839	99.2	40.3	44.0	14.7	1.0	21.6		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	837	99.2	40.3	44.0	14.7	1.0	21.6		
Socio-Economic Status									
Subsidized meals	613	99.4	47.5	41.1	11.0	0.3	15.8	No	Yes
Full-pay meals	225	98.7	20.2	52.1	24.9	2.8	37.6		

Mathematics - State Performance Objective = 15.5%									
All Students	839	99.6	42.7	42.7	10.4	4.2	24.1	Yes	Yes
Gender									
Male	421	99.5	43.5	42.3	9.7	4.5	21.9		
Female	418	99.8	41.8	43.1	11.1	4.0	26.2		
Racial/Ethnic Group									
White	294	99.7	25.5	48.9	16.9	8.6	39.2	Yes	Yes
African American	537	99.6	52.1	38.9	7.1	1.9	16.1	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	676	99.6	36.8	45.8	12.6	4.9	28.9		
Disabled	163	100.0	68.0	29.4	1.3	1.3	3.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	839	99.6	42.7	42.7	10.4	4.2	24.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	837	99.6	42.7	42.7	10.4	4.2	24.1		
Socio-Economic Status									
Subsidized meals	613	99.8	50.3	41.0	6.9	1.7	16.0	Yes	Yes
Full-pay meals	225	99.1	21.5	47.2	20.1	11.2	46.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	417	98.8	48.8	39.8	10.6	0.8
	Grade 8	409	99.0	45.9	44.3	9.5	0.3
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	453	99.3	39.8	44.9	14.6	0.7
	Grade 8	391	99.0	42.0	45.4	11.6	1.1

<b>Mathematics</b>							
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	417	99.3	53.4	32.0	9.3	5.4
	Grade 8	409	100.0	52.1	36.1	10.3	1.6
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	453	100.0	42.9	38.6	12.5	6.0
	Grade 8	391	99.2	43.2	47.6	7.4	1.8

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 888)				
Students enrolled in high school credit courses (grades 7 & 8)	3.8%	Down from 5.1%	10.1%	14.6%
Retention rate	10.4%	N/A	4.0%	3.0%
Attendance rate	96.6%	Up from 93.4%	95.7%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.6%		7.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%		6.6%	5.3%
Eligible for gifted and talented	7.0%	Down from 7.1%	11.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.3%	Down from 20.4%	14.8%	13.9%
Older than usual for grade	5.6%	Up from 4.1%	5.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 5.6%	1.1%	0.9%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 53)				
Teachers with advanced degrees	43.4%	Up from 42.6%	47.4%	48.7%
Continuing contract teachers	79.2%	Up from 74.1%	79.4%	81.7%
Highly qualified teachers**	87.8%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	6.8%		6.8%	5.3%
Teachers returning from previous year	81.6%	Down from 82.6%	82.3%	85.1%
Teacher attendance rate	95.7%	Up from 95.4%	94.7%	94.8%
Average teacher salary	\$39,969	Up 1.4%	\$39,108	\$40,566
Prof. development days/teacher	14.2 days	Down from 20.6 days	10.2 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.3
Student-teacher ratio in core subjects	23.2 to 1	Up from 11.5 to 1	21.1 to 1	21.3 to 1
Prime instructional time	91.0%	Up from 87.3%	89.5%	89.3%
Dollars spent per pupil*	\$5,506	Up 5.3%	\$6,267	\$5,821
Percent of expenditures for teacher salaries*	64.1%	No change	60.9%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	No change	97.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.7%		92.0%	
Highly qualified teachers in high poverty schools**	94.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year has been one of high expectations for both students and staff. Instruction for students is standards-based and staff development is focused on best practices and a renewed commitment to the middle school concept. The faculty and students embraced the school-wide focus of raising test scores and increasing student achievement. Utilizing the middle school concept of teaming has allowed core subject teachers to hold students in common and to plan together for the complete instructional program for each student. The students were able to be a part of a large school while receiving the attention that students typically receive at a smaller school.

Included among our accomplishments for this school year are:

Thirty-eight students received state recognition as candidates to become Jr. Scholars.

Special classes to help students improve in math and language arts were implemented.

Our Academic Challenge Team placed second in the Regional competition.

Thirty-seven students were named as Duke Tip Scholars.

Students who performed at consistently high levels were recognized through a variety of programs including "Be The Best You Can Be," "Administrator's Choice" receptions, and Merit Day Rewards.

The Falcon Academy of Excellence was established to meet the needs of students who may struggle to succeed in the regular classroom setting.

Pearl Jeffords, Principal

Jane Lloyd, Chairperson School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	47	306	180
Percent satisfied with learning environment	69.6%	61.1%	77.1%
Percent satisfied with social and physical environment	59.6%	64.6%	62.8%
Percent satisfied with home-school relations	29.5%	75.9%	58.9%

\*Only students at the highest middle school grade level at this school and their parents were included.